

## Vocabulary Instruction

### Choosing Words to Teach

How do you decide what words to teach? We have our tier three words, which are content specific vocabulary, provided in the curriculum guides; but, we have to think about tier two words that can hinder student comprehension while reading.

#### Tier Two Words on NCFEs

On the NCFEs there are a plethora of tier two words that could hinder student comprehension of the reading passages. Some examples of challenging tier two words from last years released NCFEs include:

#### Student Input

8th Grade	American History I	World History
Malicious	Vicissitude	Decree
Appease	Enmity	Confiscate
Prevalent	Caprice	Propitious
Enterprising	Potentate	Insidiously
Derive	Appertaining	Imperial
Pecuniary	Impudence	Espinoage
Incalculably	Perpetuity	Innumerable

Rather than spending time compiling lists of words you estimate students are not familiar with, consider letting the kids skim the readings and select their own words.

1. Students create a chart with their words of choice, and rate each one as "know it," "sort of know it," or "don't know it at all."
2. On the same chart write their guess on meaning for the words they know and kind of know without a dictionary. Emphasize the meanings are not about correct answers because they are providing information to guide next steps.

This will show you which words they know, those they have some understanding of, and those words that are completely foreign to them.

[From Edutopia](#)

## Can We Talk About That?

With the divisive political climate many political issues have surfaced, issues about which people have strong feelings. Students are grappling with these issues as well. Discussing these topics in class can be intimidating because of potential for quick escalation of emotions in such a conversation; however, discussing these issues is an opportunity for students to engage with each other and consider the opinions of others. Building in these conversations also provides the teacher with the opportunity to connect class content with the real world and show students that they can make a difference by working against discrimination and other injustices they see in their surroundings.

Some things to keep in mind when planning a class discussion on a sensitive topic:

#### 1. Set clear ground rules

Listen respectfully without interrupting and respect another's views  
Criticize ideas, not individuals  
Commit to learning, not debating  
Avoid inflammatory language

#### 2. Know yourself

Reflect on your personal views and positions. Consider your own biases and how you came to think what you think.

#### 3. Recognize the diversity of students

Each student comes from a unique background, this is an asset.

#### 4. Set an objective for the discussion

State an objective for the discussion

#### 5. Provide foundation readings/video

Assigning readings or showing a video clip about the topic to prompt discussion. In particular materials that provide context for examining diverse perspectives.

#### 6. Be an active facilitator

Remind students to be respectful, reword questions, correct misinformation, ask for clarification, review the main points, reference relevant course content

#### 7. Summarize

At the end of the discussion students summarize main points so they recall, review and reflect on the content of the discussion

#### 8. Reflect

Students consider their role in working to build a more just society

*From EdWeek and PBS*



# Essential Questions

## Civil Rights

- How does the legacy of earlier groups and individuals influence subsequent generations?
- How important is individual participation to change?
- How do citizens influence government policy?
- Who has the power to make change?
- Is equality a right or a privilege?
- What might justify acts of civil disobedience?
- Is change more effectively accomplished with peace or violence?

## Vietnam

- How does the idea of freedom impact the post-World War II world?
- What response should nations and international organizations have to violations of human and civil rights in other nations?
- In what ways was the Vietnam War a defining event for an entire generation of Americans?
- Was it possible for the United States to have definitively won the Vietnam War?

## Imperialism

- Why do nations desire to expand their influence and control over other territories?

## Nationalism

- Why might some nations prefer to remain isolated from the rest of the world?

## World War I

- How do changing boundaries affect foreign policy?

## World War II

- What is worth fighting for?
- What conflicts exist between national security and individual rights?

## Political Parties and Elections

- How do personal values and beliefs influence who we vote for?
- How has the role of the lobbyist and media in politics changed over time?
- How should we decide what to believe?

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# Resources

## Content

### [Slavery By Another Name](#)

Full PBS Documentary on the forced labor utilized in the South after the end of the Civil War

## Primary Source Documents

### [Lynching in America](#)

From the Equal Justice Initiative, 6 audio recordings from families affected by lynching and data maps showing the number of reported lynchings.

### [Without Sanctuary](#)

Images of lynchings in America. It is recommended to preselect images to use with students rather than sending them to the website as some of the more graphic images might be upsetting for some students.

### [Political Communication Lab](#)

From Stanford University, a collection of campaign ads from the 21st century.

## General

### [Eagle Eye Citizen](#)

Solve and/or create puzzles and challenges using primary source documents from the Library of Congress.

### [iSide With](#)

Online tool for students to answer questions about their beliefs and see how those beliefs align with the political parties

### [Pro Con](#)

Researched pro and con perspectives for more than 50 controversial issues. Perspectives come from quotes on each side of the argument. Reasonably unbiased source of facts on both sides.

### [At Stake](#)

Online game in which students/players brainstorm solutions for public issues. Allows students to consider real world issues and find feasible solutions. Idea of the game could easily be adapted to a classroom activity. Good activity for empowering students to be active, aware citizens.

## Lessons

### [Imperialism Simulation](#)

Students in seven groups are assigned a colonizing nation and a specified length of yarn. Groups decide what land to claim and then place their yarn on the map of Africa

### [Vietnam War Lessons from PBS](#)

Clips from Ken Burns documentary on Vietnam organized into lessons



# Historical Thinking Skills

## Multiple Perspectives Part II

Revolutions and uprisings lend themselves to investigations focused on multiple perspectives as there are very diverse opinions ranging from that of the dissident, to that of the onlooker, to that of the bureaucrat supporting the government and/or the soldier/law enforcement following government orders.

Make sure the question guiding student investigation has a narrower focus and requires them to think critically about the sources. Provide the students with approximately 5-8 sources from a variety of perspectives, consider including the reporting of the event by different newspapers for additional perspectives. With the sources also include a list of key people involved in the event, especially those referenced in the source documents.

After students have read the primary source documents, each student or group completes a couple sentence stems developed using the guiding question.

After students have developed their interpretation of events and completed the sentence stems, consider providing them with another piece of evidence that could change their thinking and shift their initial interpretation. Memoirs from the political leader at the time who dealt with the event could be such a document.

Multiple perspectives can be a time consuming concept but the ability to recognize perspectives and corroborate various pieces of evidence can aid students in their analysis of history as well as their perception of current events.

### Example Question & Sentence Stems

#### Guiding Question

Why were the marchers forcibly removed and who should take responsibility for that decision?

#### Sentence Stems

We believe that the protestors were forcibly removed because...

We believe that \_\_\_\_\_ was/were responsible for the decision to remove the protestors because...

*From Bruce Lesh, "Why Won't You Just Tell Us the Answer?"*

## Discussion Scaffolding

### Sentence Stems

Sentence stems provide scaffolding to help students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response. Students who struggle with writing or the pressure of speaking in class will be grateful to have a guide to help them get started. Ultimately the goal for all students is that they will be able to become deft writers/speakers, and sentence stems can help them to reach that goal.

#### Cause and Effect

- I believe that one reason for their...was...
- If they hadn't...what would have happened?
- It wasn't just one cause, though; we need to think about other factors, such as...
- Just because they...doesn't mean that...

#### Perspective

- One way to interpret this event is...
- From his perspective, I think he was thinking...
- I already know that this person... To me that means that they probably thought...

#### Contextualizing

- Some things that were different back then were...
- It is important to understand that... happened during... because people at that time would have...

#### Interpretation

- We aren't much different from those people. For example....
- The evidence strongly suggests that...
- His actions, though seemingly trivial, changed the course of history because...
- One way to interpret this event is... Back then, ...had a different meaning
- I believe that the author did not include... because...

#### General Discussion

- To be clear, you're saying that...
- I'm confused when you say.... Can you elaborate?
- Is it fair to say that you believe...
- His/her point about... was important because...
- The evidence I've seen suggests something different...
- Adding to what he/she said,...

*From [Teach Thought](#)*



# Professional Development

## Global Education and Social Studies Webinar Series

The NCDPI K-12 Social Studies Team will be conducting a webinar series on Global Education. The series will walk teachers through the basic elements of Global Education, the embedded nature of Global Education in Social Studies and how embedding Global Education into Social Studies classrooms supports the effort to develop students who are college and career ready as well as prepared to be involved citizens in the globalized world.

The second webinar is on December 12th from 3:00 to 4:00pm with a focus on providing an understanding of the embedded nature of Global Education in Social Studies.

[Register for the webinar](#)

## Integrating Technology

### Graffiti Boards

Graffiti Boards are a shared writing space where students record their comments and questions about a topic. Some benefits of this activity include that it can be implemented quickly and it provides a way for shy students to engage in the conversation, it creates a record of students' ideas and questions that can be referred to at a later point, and it gives students space and time to process emotional material. This activity lends itself to preparing for a class discussion by asking students to share their reactions to the text or question on the Graffiti Board.

Make sure that before the activity begins, contract with the students in terms of what an appropriate response is and how to express one's discomfort with something in an appropriate way. Students should be told that they are to remain silent during this activity. Make sure students know that several of them can write at once. Students can write their own response to the prompt as well as respond to the questions and ideas that other students have written. They should draw lines connecting their comments to those of other students. Some teachers require all students to post at least one question or comment.

The ideas on the Graffiti Board make an effective springboard for a discussion. You could begin a conversation by asking students to summarize what they see on the board or what they notice about areas of agreement and disagreement.

### Digital Tools for Making Graffiti Boards

[Padlet](#)

[Lino It](#)

[Stoodle](#)

[Popplet](#)

Google Draw

From [Facing History](#)

